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ABSTRACT

The goal of the Columbus Public Schools' instructional aide program is to provide an educational support program for underachieving pupils in kindergarten and first grade. The evaluation was based on objectives addressing gains in reading achievement and staff development for the aides. The evaluation design provided for the collection of data in four areas: pupil census, standardized achievement test, classroom teacher survey, and inservice evaluation. The kindergarten component was conducted in 40 schools with 49 aides serving 785 pupils and 61 teachers. The aides attended 14 half-day inservice training sessions. The first grade component was conducted in 43 schools with 103 aides serving 1,640 pupils and 206 teachers. The aides attended 16 half-day inservice training sessions. In both components, all of the objectives were achieved for the 1982-83 school year. (BW)

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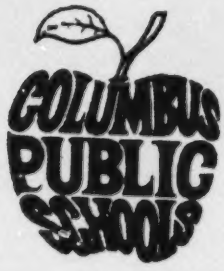
Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July, 1983



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FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL AIDE PROGRAM

July, 1983

Program Description

The goal of the instructional aide program is to provide an educational support program for underachieving pupils. The instructional aides were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an aide for one-half day, and provided direct supervision for the aide. The aides attended inservice training sessions and were provided with supplementary materials and many instructional activities in the areas of oral language, written language, and reading skills. The aides were also provided assistance whenever needed by two program coordinators, who regularly visited the aides at their schools, in addition to preparing and presenting some of the inservice programs.

The instructional aide program was located in 61 buildings with an equivalent of 151.5 aides serving 267 teachers. The first grade aides program was located in 43 buildings with an equivalent of 102.5 aides serving 206 teachers. The kindergarten program was conducted in 40 buildings with an equivalent of 49 aides serving 61 teachers. The buildings served by the program are listed below.

Schools Served by the
Instructional Aides Program

Alpine	Devonshire	Hudson	Parkmoor
Arlington Park	Duxberry Pk.	Indian Springs	Pilgrim
Avalon	East Columbus	Innis	Reeb
Avondale	Eastgate	Kent	Salem
Beck	Easthaven	Koebel	Scottwood
Binns	East Linden	Leawood	Second
Broadleigh	Fair	Lincoln Park	Shady Lane
Burroughs	Fairmoor	Linden	Siebert
Cassady	Fairwood	Livingston	So. Mifflin
Cedarwood	Fifth	Main	Southwood
Clarfield	Gladstone	McGuffey	Sullivant
Como	Hamilton	Medary	Trevitt
Cranbrook	Heyl	North Linden	Weinland Pk.
Dana	Highland	Northtowne	West Mound
Deshler	Hubbard	Ohio	Windsor
			Winterset

Evaluation Objectives

The following objectives provided direction for the program components:

Kindergarten Component

Objective 1.0 Given the opportunity to participate for at least 80% of the measured period of the instruction, kindergarten pupils will show an average gain in reading of 1.5 NCE points for every month in the program as determined by a nationally standardized reading achievement test.

Objective 2.0 Given service of an instructional aide in the classroom the teacher will perceive that kindergarten pupils receiving instructional assistance by the aide improved significantly in reading and language arts as a direct result of that service.

Criterion 2.1 Evidence of pupil improvement in reading readiness as a result of the services of the instructional aides as judged by the classroom teachers.

Objective 3.0 To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides.

Criterion 3.1 Evidence that the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that the participants perceived the content of each training session as helpful in the classroom setting.

Pupils were observed in September and were selected for service in October, 1982. The treatment period for evaluation purposes was 141 days for the kindergarten component, from October 18, 1982 to May 27, 1983.

First Grade Component

Objective 1.2 Given the opportunity to participate for at least 90 days, 75% of the pupils in first grade identified as being at the reading readiness stage of development or below in October, 1982 and selected for the program will be reading at least at the second pre-primer level by May 27, 1983.

Objective 2.1 Given service of an instructional aide in the classroom the teacher will perceive that first grade pupils receiving instructional assistance by the aide improved significantly in reading and language arts as a direct result of that service.

Criterion 2.2 Evidence of first grade pupil improvement in reading and language arts as a result of the services of the instructional aides as judged by the classroom teachers.

Objective 3.0 To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional aides.

Criterion 3.1 Evidence that the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that the participants perceived the content of each training session as helpful in the classroom setting.

Pupils were observed in September and selected for service in October, 1982. The treatment period for evaluation purposes was 141 days for the first grade component, from October 18, 1982 to May 27, 1983.

Evaluation Design

Kindergarten Component

The evaluation design provided for the collection of data in five areas of program operation. Except for the standardized achievement tests, the instruments used to collect the data are found in the Appendix.

1. Pupil Census Information

A Pupil Census Form (locally constructed) was completed by program teachers and aides for each pupil served, to provide the following information: days of program enrollment, days of program attendance, and hours of instruction per week. Also asked were questions regarding the pupil's involvement in the Chapter 1 CLEAR program and if the pupil was non-English speaking. Collection of these forms was completed in June 1983.

2. Standardized Achievement Test Information

The Language Test of the Tests of Basic Experiences (TOBE 2), Level K (Moss, 1978) was used to determine pupil achievement gains. The pretest was administered in October, 1982 and the posttest was administered the first week in May, 1983.

3. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom aides were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the aides' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The survey was administered the first part of May, 1983.

4. Inservice Evaluation Information

Fourteen inservice training sessions were provided for the instructional aides throughout the school year. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. Finally, during early May, 1983, the Instructional Assessment Instrument was sent to all instructional aides in order that they could assess the degree to which the

content of the training sessions were adjudged to be of help in fulfilling their responsibilities in the classroom. Dates and topics of inservice meetings were as follows:

Date	Topic
Sept. 14, 1982	Manuscript
Sept. 16, 1982	Manuscript Practice
Sept. 21, 1982	Readiness Skills
Sept. 23, 1982	Children's Literature-Library Skills
Sept. 28, 1982	Storytelling
Sept. 30, 1982	Course of Study
Oct. 5, 1982	Individualized Preparation Time
Oct. 7, 1982	Alternative Reading Program
Oct. 12, 1982	Child Growth and Development
Oct. 14, 1982	Lesson Plan Development and Effective Record Keeping
Oct. 19, 1982	Emotional Development
Nov. 9, 1982	Use of Audio-Visual Equipment
Jan. 11, 1983	Activities for Rainbows and Signposts
Feb. 8, 1983	Learning From Each Other

First Grade Component

The evaluation design for the first grade instructional aide component called for information to be collected in three areas. The instruments used to collect the evaluation information are found in the Appendix.

1. Pupil Data Sheet Information

Two types of data were collected on the Pupil Data Sheet.

a. Pupil Census Information

The First Grade Pupil Data Sheet recorded information collected on each pupil in the program. This information included the name of the pupil served, the number of days the pupil was enrolled in the program, the number of days the pupil was served by an aide, the reading level at time of entry and termination from the program (as determined by the pupil's reading level in the designated reading series or the Reading Development Program, Columbus Public Schools) and participation in the Chapter 1 CLEAR program. A day of service was any day an instructional aide assisted a pupil in reading activities. The data were collected the first week of June, 1983.

b. Pupil Reading Level Information

Pretest and posttest measures of pupil's reading levels were included in the Pupil Data Sheet as outlined above. Reading levels were determined by pupils' placement in the designated reading series or the Reading Development Program.

2. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom

aides were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the aides' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The survey was administered the first part of May, 1983.

3. Inservice Evaluation Information

(Please see information regarding inservice evaluation in the kindergarten component section of the evaluation design for dates and topics of inservice meeetings.)

Major Findings

Kindergarten Component

The Pupil Census Form data indicated that 785 pupils were pretested which formed the basic group to be served by the project during the 1982-83 school year. The average number of pupils served during the year by the 49 aides was 16. The average daily membership (ADM) in the kindergarten component was 753.1. The average hours of instruction per week was 3.8.

First priority for pupil selection was given to underachieving pupils not served by Chapter 1 CLEAR. Second priority for selection was at the option of the classroom teacher to include underachievers who were also being served in Chapter 1 CLEAR. Of the 785 pupils who were served by the program, 74 (14.5%) were also served in Chapter 1 CLEAR.

The information collected on the Pupil Census Form is summarized in Table 1. The number of pupils fulfilling the requirement of attending 80% (112) of the project days was 531 (67.6%) out of a total of 785 pupils served by the project. The pretest-posttest analysis included 473 pupils out of the 531 pupils who took both the pretest and the posttest.

The analysis of pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 2. The achievement test used was the Language Test of the Tests of Basic Experiences (TOBE 2), Level K. The achievement data in Table 2 indicate that the average change in raw score from the pretest to the posttest was 7.6 items for the 473 pupils who took both the pretest and posttest.

The analysis of pretest-posttest achievement data for percentile minimums, maximums, medians and standard deviations are shown in Table 3. The median percentile for the pretest was 15.4, while the median percentile for the posttest was 35.9.

The presentation of achievement data thus far included results from the analysis of raw scores and percentiles. Raw scores are equal units of measurement, but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCE's) are generally considered to provide the truest indication of student growth in achievement, since they provide comparative information in equal units of measurement.

Data for NCE's are presented in Table 4. The analysis of the pretest-posttest achievement data for the 473 pupils meeting the 80% attendance

criterion and who took both the pretest and posttest indicated an average growth of 12.4 NCE's or 1.8 NCE's per month for the seven month period. Objective 1.0 was therefore achieved for the kindergarten component of the Instructional Aide Program.

In May, the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the aides on kindergarten pupils' reading readiness skills. Of the 61 teachers, 53 (86.9%) returned the survey. The first part of the survey asked the teachers to respond to six statements concerning the performance of the instructional aide as well as the adequacy of the TOBE 2 testing instrument. The second part of the survey asked the teachers to respond to eleven statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The teachers responded to the items using a five-point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Table 5A and Table 5B contains a summary of responses to the two parts of the survey. The teachers' agreement with item 1 together with the pupils' gain in reading scores as reported in Table 4 is a clear indication that Criterion 2.1 specified in Objective 2.0 was achieved. There is evidence that kindergarten pupils' reading readiness skills improved as a result of the services of the aides as judged by the classroom teachers.

Of the teachers responding to item 4, 20.8% (11) indicated that the TOBE 2 was not an accurate measure of reading readiness; 16 teachers were undecided. The instrument was selected for use in the project because it was judged by central office reading personnel to be the best available measure that had adequate norms. Responses to item 5 indicated that pretest instructions were adequate. Responses to item 6 indicated that most teachers felt that they did have adequate time to complete pretest activities.

On the average, 77.2% of the teachers attributed pupil progress to the instructional aide as indicated by positive ratings of the eleven skill areas which are listed in Table 5B. The averge rating was 3.9 (3 is Undecided and 4 Agreement).

Teacher ratings would seem to indicate that aides made a significant contribution in the areas of writing names, and numbers, (4.2) and differentiates likes, similarities, shapes, sizes, facts and fantasies (4.1). Fourteen teachers (26.4%) indicated that the aide did not present the material on imaginative situations to pupils.

While data indicate Criterion 2.1 specified in Objective 2.0 was achieved, overall response to Part 2 would seem to indicate that the ability of pupils in some areas was not as great as anticipated. Teacher ratings would appear to highlight areas of concern for future consideration in program planning.

During the year, a series of 14 inservice sessions was provided for the kindergarten instructional aides. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. The overall evaluation of the content presented at the session is summarized in Table 6.

The evidence shows that the aides felt the inservice sessions were very informative, very interesting, and very worthwhile. Thus, Criterion 3.1 was achieved.

Table 1

Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days Reported by Grade Level

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
K	785	363	422	135.3	114.9	753.1	3.8	531

Table 2

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Raw Scores Reported by Grade Level

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	26	473	3	23	11.5	3.6	3	26	19.1	4.5	7.6

Table 3

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	473	1	90	15.4	17.1	1	96	35.9	25.4

Table 4

Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
K	473	1	77	29.9	13.9	1	86.9	42.3	18.6	12.4

Table 5A

Average Response and Percent of Responses to Part 1 of the Classroom Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	53	4.1	3.8	9.4	1.9	41.5	43.4
2. The instructional materials made by the aide were satisfactory.	53	4.2	3.8	9.4	1.9	34.0	50.9
3. The instructional aide has a basic understanding of how kindergarten pupils begin to read.	53	4.0	3.8	13.2	1.9	39.6	41.5
4. The TOBE 2 pretest instrument seemed to be an accurate measure of reading readiness.	53	3.2	9.4	11.3	30.2	43.4	5.7
5. The instructions given to complete the TOBE 2 pretesting process were adequate.	53	4.1	1.9	0	5.7	67.9	24.5
6. The time allotted for completing the TOBE 2 pretesting was adequate.	53	4.1	0	3.8	3.8	67.9	24.5

Table 5B

Average Response and Percent of Responses to
Part 2 of the Classroom
Teacher Survey (Kindergarten)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence	53	3.8	1.9	11.3	13.2	50.9	22.6
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	53	3.5	7.5	18.9	9.4	41.5	22.6
3. Write the alphabet	53	3.9	1.9	9.4	5.7	54.7	28.3
4. Write their names and numbers	53	4.2	1.9	3.8	3.8	52.8	37.7
5. Deliver oral messages correctly	53	3.9	3.8	11.3	7.5	50.9	26.4
6. Listen and respond to stories, poems, plays and other literary forms	53	3.9	3.8	5.8	13.5	51.9	25.0
7. Recall details, stories	53	3.8	1.9	15.1	5.7	58.5	18.9
8. Differentiate likes, similarities, shapes, sizes, facts and fantasies	53	4.1	1.9	1.9	9.4	56.6	30.2
9. Know the sounds of single consonants	53	3.8	5.7	7.5	9.4	52.8	24.5
10. Match words to pictures	53	3.7	5.7	9.4	18.9	45.3	20.8
11. Understand the main idea	53	3.8	1.9	9.4	11.3	64.2	13.2

Table 6

Instructional Aides' Responses Relating to the Fourteen Inservice Sessions

Content Presented Was		Percent
a.	Very Informative	76.6
	Informative	22.1
	Not Informative	1.3
b.	Very Interesting	73.9
	Interesting	24.2
	Not Very Interesting	1.9
c.	Very Worthwhile	74.3
	Worthwhile	24.2
	Not Worthwhile	1.5

In May, 1983, the Instructional Assessment Instrument was sent to the kindergarten instructional aides. The purpose of this instrument was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 10 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Surveys were completed by 50 aides. Table 7 contains the findings. The evidence outlined in Table 7 shows that Criterion 3.2 was met. All of the average responses were 4.0 or more (4.0 is Agree).

The kindergarten instructional aides were also given the opportunity to list comments or make suggestions which they felt would help to plan inservice sessions for next year. Their responses are summarized following Table 7 with the frequency with which they occurred.

Comments and suggestions for program improvement by kindergarten instructional aides:

Joint inservice for teachers and aides (10)
A mandatory principle, teacher, and aide inservice so that each understands the primary role of the aide (1)
More information on kindergarten reading or how to get ready to read (5)
More time spent in smaller groups...more important to kids, because you can spend more time with each (3)
I believe inservice training sessions would be of more service if they were held during the summer with time allowed to meet some of the aides. (2)
Training sessions on how to motivate and help underachievers with a short attention span (2)
Manuscript (1)

Table 7

Average Response and Percent of Responses for Part 1 of the Instructional Assessment Instrument (Kindergarten)

Item	Average Responding	Average Response	SD (1)	Percent D (2)	U (3)	A (4)	SA (5)
1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	50	4.3	0	2.0	10.0	46.0	42.0
2. The inservice training sessions have helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	49	4.2	0	8.2	2.0	55.1	34.7
3. As a result of the inservice training sessions, I have a better understanding of the concerns andresponsibilities that a kindergarten teacher has toward the beginning instructionof reading.	48	4.3	0	0	4.2	64.6	31.3
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	49	4.3	2.0	2.0	0	59.2	36.7
5. The topics of the inservice training prepared me to assist pupils who were beginning to learn to read.	50	4.2	0	0	6.0	68.0	26.0
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	50	4.3	0	4.0	4.0	52.0	40.0
7. These inservice training sessions have made me aware of the resources which our school and our school system make available to children for reading instruction.	50	4.3	0	0	8.0	58.0	34.0

(Continued)

Table 7 - Continued

Item	Average Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
8. After the inservice training sessions, I felt prepared to assist children learn to read.	48	4.2	0	0	6.3	66.7	27.1
9. I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	47	4.4	0	2.1	0	48.9	48.9
10. The teacher(s) I work with has shared ideas and shown me ways to becomebetter at helping pupils learn to read.	48	4.5	0	2.0	2.0	39.6	56.3

People who've been through training before should not have to attend meetings.(1)
Comply with the same inservice sessions as were presented the last two years. Each session full of information (1)
The teacher and I had a positive team relationship (1)

First Grade Component

The primary objective of the component was to raise the reading level of at least 75% of participating pupils to at least the second pre-primer level. Reading levels were defined by those found in the Houghton-Mifflin reading series or comparable levels from one of the reading series piloted in schools during the 1982-82 school year. The First Grade Pupil Data Sheet (PDS) was used to record information regarding the progress of program pupils in reading. PDS data were collected on 1,631 pupils served in 43 schools. The maximum number of pupils served by an aide was 12. Some aides served more than one teacher during a day.

Of the 1,631 pupils, 1,432 (87.8%) met the 90 day service criterion and the reading level criterion of Objective 1.1. Of the 1,432 pupils meeting the selection criteria, 86.0% met the evaluation criterion of Objective 1.2 with 71.6% reading at the third pre-primer level or beyond at the end of the program. Thus the objective was achieved.

Table 8 contains the distribution of reading levels for the 1,432 pupils at the beginning and end of the program. Substantial progress in reading levels is indicated for these pupils. A review of the data indicated that 96.3% of the pupils progressed beyond the reading readiness stage of development. Although no norm-referenced test data are available for the pupils, first grade pupils reading at the third pre-primer level are considered to be reading at approximately grade level and ready for the second grade. In either case, the pupils have shown marked progress, considering the entry level reading skills.

Table 8

Distributions for Reading Levels

Reading Level Description	Entry Frequency	Entry Percent	Termination Frequency	Termination Percent
Below Reading Readiness	432	30.1	12	0.8
Reading Readiness	1,000	69.9	41	2.9
First Pre-Primer			147	10.3
Second Pre-Primer			206	14.4
Third Pre-Primer			319	22.3
Primer			574	40.1
First Reader			120	8.4
Beyond the First Grade Readers			13	0.9
Total	1,432	100.0	1,432	100.0

In Table 9, the distribution of reading level changes is summarized for those pupils meeting the selection criteria for Objective 1.2. Further analysis of the data showed growth of two or more reading levels for 91.0% of the pupils and 56.0% showed growth for four or more reading levels.

In addition to receiving the service of an instructional aide, a program pupil could have also been served in the Chapter 1 CLEAR program. An analysis was made of the change in reading levels for two groups of program pupils. The first group was made up of pupils who did not receive CLEAR services. The second group was made up of pupils who were served in the CLEAR program. It was assumed that this group received CLEAR services for a substantial part of the program.

The distribution of reading level growth for these two groups of pupils is summarized in Table 10. A review of the data in Table 10 shows that both the aides only group and the aides plus CLEAR group achieved Objective 1.2. In the first group, those pupils served only by the aides program, 86.2% of the pupils met the evaluation criterion of Objective 1.2 with 71.5% showing growth of beyond the third pre-primer level. In the second group, those pupils served by both the aides and CLEAR programs, 81.0% of the pupils met the evaluation criterion of Objective 1.2 with 76.2% showing growth beyond the third pre-primer level.

Table 9

Distribution of Reading Level Growth
for Qualifying Students

Categories of Reading Level Growth	Frequency	Percent
- Level	2	0.1
No Level	26	1.8
One Level	101	7.1
Two Levels	176	12.3
Three Levels	325	22.7
Four Levels	563	39.3
Five Levels	202	14.1
Six Levels	37	2.6
Total	1,432	100.0

In Table 11, the distribution of reading level changes for both groups is compared. For the aides only group, 91.1% showed growth of two or more levels and 56.0% showed growth of four or more levels. The median growth in reading levels was 3.7 for this group. By comparison, for the aides' plus CLEAR group, 88.1% showed growth of two or more levels, and 57.2% showed growth of four or more levels. The median growth in reading levels was 3.7 for this latter group.

The reader is cautioned in drawing conclusions by comparing the two groups presented in Table 10. There are only 42 pupils served by both the Instructional Aide and CLEAR Program. The small number of target pupils is perhaps not large enough to make a strong comparison.

In May, the teachers participating in the program were surveyed to evaluate their perceptions of the program. Of the 206 teachers, 172 (83.4%) returned the survey. The first part of the survey asked the teachers to respond to five statements concerning the performance of the instructional aide. The second part of the survey asked teachers to respond to twelve statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional aide. The teachers responded to the items using a five point rating scale of (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Table 12A and Table 13 contain a summary of responses to the survey. The teachers' agreement with item 1, Part 1 together with the pupils' growth in reading which is reported in Table 8 is a clear indication that Criterion 2.2 specified in Objective 2.1 was achieved.

There is evidence that pupils improved in reading and language arts as a result of the services of the aides as judged by the classroom teachers.

Table 10

Distribution of Reading Level for Qualifying Pupils in Aides Only Program and Pupils in Aides and CLEAR Programs

Reading Level Description	Entry				Termination			
	Frequency		Percent		Frequency		Percent	
	Aides Only	Aides+ CLEAR	Aides Only	Aides+ CLEAR	Aides Only	Aides+ CLEAR	Aides Only	Aides+ CLEAR
Below Reading Readiness	421	11	30.2	26.2	11	1	0.8	2.4
Reading Readiness	969	31	69.7	73.8	40	1	2.9	2.4
First Pre-Primer					141	6	10.1	14.3
Second Pre-Primer					204	2	14.7	4.8
Third Pre-Primer					309	10	22.2	23.8
Primer					556	18	40.0	42.9
First Reader					116	4	8.3	9.5
Beyond the First Grade Readers					13		0.9	
Total	1,390	42	100.0	100.0	1390	42	100.0	100.0

On the average, 86.9 teachers attributed the progress due to the instructional aide in positive ratings on twelve skill areas which were listed in Section 2. Table 12B. The average rating was 4.2.

The teachers especially felt the aides made a significant contribution in the areas of recognizing basal words from the selected reading series, with a rating of 4.5 (4 is Agree). One of the areas did not receive as many responses as the other areas. Fifty-nine (35.1%) teachers indicated that the aides did not present the material on imaginative situations to pupils.

The teachers were also given the opportunity to make any additional comments regarding the first grade component. A review of the comments indicated that the vast majority of teachers were satisfied with the program, and did not want the program cut. A few comments critical of the program suggested that aides should be trained in assertive discipline and management; needed to expand areas of instructional assistance, needed to be more self-motivated, and that more emphasis should be placed on activities designed to enhance students' comprehension skills.

Table 11

Distribution of Reading Level Growth for Qualifying Pupils in Aides Only Program and Pupils in Aides Plus CLEAR Program

Reading Level Growth	Frequency		Percent	
	Aides Only	Aides+CLEAR	Aides Only	Aides+CLEAR
Level	2	0	0.1	0.0
No Level	25	1	1.8	2.4
One Level	94	4	7.0	9.5
Two Levels	172	4	12.4	9.5
Three Levels	316	9	22.7	21.4
Four Levels	546	17	39.3	40.5
Five Levels	195	7	14.0	16.7
Six Levels	37	0	2.7	0.0
Total	1,390	42	100.0	100.0

A series of 14 inservice training sessions were provided for the instructional aides. At the end of each session, the aides were asked to rate the value of the session by completing the Instructional Aide Program Training Survey. The overall evaluation of the content presented at the sessions is summarized in Table 6.

The evidence shows that the aides felt the training sessions were very informative, very interesting, and very worthwhile. Thus, Criterion 3.1 was achieved.

In May, 1983, the Instructional Assessment Instrument was sent to the first grade instructional aides. The purpose of this instrument was to assess the value of the inservice after the aides had an opportunity to apply the inservice training and materials in the classroom. The aides were asked to respond to 12 statements by circling (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Surveys were completed and returned by 103 (85.8%) of the aides. Table 13 contains the findings.

The evidence outlined in Table 13 shows that Criterion 3.2 was met. The average rating was 4.3, (4.0 is Agree). The instructional aides obviously perceived the inservice training sessions as being helpful in the classroom setting.

The instructional aides were also given the opportunity to list additional comments concerning the first grade component. Their responses are summarized following Table 13 with the frequency with which they occurred.

Table 12A

Average Response and Percent of Responses for
Part 1 of the Classroom
Teacher Survey (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. The overall reading and language arts abilities of pupils in the target group improved significantly as a direct result of interacting with the instructional aide.	172	4.4	1.7	3.5	2.9	38.4	53.5
2. The instructional materials made by the aide were useful in working with children.	172	4.5	2.3	1.7	4.7	30.2	61.0
3. The instructional aide has a basic under standing of how beginning reading and language arts are taught.	172	4.3	1.2	2.9	4.7	39.5	51.7
4. The Resource Guide and Handbook developed for the program has been of great value to your instructional aide in helping pupils.	169	4.1	2.4	5.9	9.5	44.4	37.9
5. During reading and language arts activities, the instructional aide relates well to the pupils.	172	4.6	0	1.7	3.5	30.8	64.0

Table 12B

Average Response and Percent of Responses for
Part 2 of the Classroom
Teacher Survey (First Grade)

Items	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. Relate and share experiences and stories in correct sequence.	271	4.0	.6	7.0	8.8	58.5	25.1
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	168	3.6	1.2	13.7	20.2	53.0	11.9
3. Write lower and upper case alphabet	172	4.4	0	2.3	1.7	47.7	48.3
4. Write numerals	172	4.4	0	1.7	2.9	50.0	45.3
5. Use manuscript to copy words and sentences correctly	172	4.3	0	2.9	4.7	48.3	44.2
6. Form and space letters, words, and numbers correctly	172	4.2	0	5.2	5.8	52.9	36.0
7. Match words with pictures	171	4.4	0	2.9	2.9	45.0	49.1
8. Recognize that words may name people, places, animals, and things	156	4.4	1.3	1.9	3.2	47.4	46.2
9. Recognize that words may be grouped to express a complete thought	172	4.2	.6	2.3	6.4	54.1	36.6
10. Identify certain groups of words or sentences	172	4.3	0	1.2	7.6	49.4	41.9
11. Listen and respond to stories, poems, plays, and other literary forms	170	4.2	1.2	6.5	7.6	41.8	42.9
12. Recognize basal words from the selected reading series in my school	171	4.5	0	1.2	1.8	40.9	56.1

Table 13

Average Response and Percent of Responses for
Aides' Perceptions of the Training Sessions (First Grade)

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. As a result of the in-service training sessions, I have a greater understanding of how first graders learn to read.	92	4.5	1.1	1.1	3.3	41.3	53.3
2. The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	92	4.4	1.1	3.3	1.1	44.6	50.0
3. As a result of the in-service training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading, and language arts.	92	4.4	1.1	3.3	3.3	42.4	50.0
4. The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	91	4.4	1.1	3.3	4.4	41.8	49.5
5. I understand how the Houghton Mifflin reading program is to be used at the first grade level.	90	4.1	2.2	1.1	6.7	60.0	30.0
6. I understand how the alternativeive reading program, Reading Development Program, is to be used at the first grade level.	91	3.7	2.2	9.9	20.9	48.4	18.7

(Continued)

Table 13 Continued

Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
7. During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	92	4.5	2.2	0	2.2	38.0	57.6
8. These inservice training sessions have made me aware of the many resources which our school and our school system make available to children for reading and language arts instruction.	92	4.3	1.1	3.3	3.3	53.3	39.1
9. After the inservice training sessions, I felt prepared to help children develop and use reading and language arts skills.	91	4.4	0	4.4	3.3	44.0	48.4
10. I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	95	4.3	0	5.6	3.3	51.1	40.0
11. The teacher(s) I worked with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	92	4.2	4.3	3.3	5.4	38.0	48.9
12. The Resource Guide and Handbook has assisted me in the instruction of reading and language arts skills.	91	4.4	3.3	1.1	3.3	38.5	53.8

Comments and suggestions for program improvement by instructional aides:

Information on our new reading series (14)
We need sessions on how we can handle discipline (10)
Behavior modification (1)

Teachers and aides should attend inservice (6)
Ways to relate to each other and responsibilities of each (1)
Make-it take-it workshop for full day (4)
Have all sessions at beginning of year (2)
Exhibit of ready made materials to help students (3)
Small group discussion for experienced aides and share experiences (2)
Work with one or two pupils rather than whole group (2)
Update workshop materials. I've received many of them (1)
Program is excellent (1)

Summary/Recommendations

Kindergarten Component

The kindergarten component of the instructional aide program provided an educational program for kindergarten pupils who were underachievers in reading. The program was conducted in 40 schools with an equivalent of 49 aides serving 785 pupils and 61 teachers. The instructional aides attended 14 half-day inservice training sessions during the school year.

A review of the data presented herein indicates that the program objectives were achieved for the 1982-83 school year. There is evidence which indicates that all the criteria specified in the evaluation design were achieved. In particular, an analysis of the pretest-posttest achievement data for the 473 pupils who met the 80% attendance criterion and who took both the pretest and posttest showed an average NCE gain of 1.8 per month for the seven month project period. However, target pupils' achievement of specific skills, which were to be attributable to the instructional aides' efforts, were not achieved to the degree anticipated. Teacher ratings on the survey highlighted areas of specific concern for future program consideration. Some comments by respondents indicated a desire to have their aide return for the 1983-84 school year, and broaden the areas of instructional assistance, beyond known areas of success. (e.g., names, numbers, shapes, sizes).

Evaluation data and information obtained through the evaluation process suggested that the program impact could be increased and that this impact could be more clearly demonstrated, if action was taken on the following items.

1. Provide an inservice program to broaden the base of instructional skills as reflected in the survey. To the extent possible, the inservice should enhance those skills needed to assist teachers in the implementation of the new reading series for the 1983-84 school year.

2. Provide teachers and the aides with a clearer definition of the instructional objectives that the aides should be working toward in the classroom. Where possible, clarify the function of the classroom teacher and aide as members of the Instructional Team.

3. Process evaluation indicated measures should be taken to insure the stability of a trained instructional aide staff. There is a need to reduce the turnover rate of instructional aides and enable the program to take advantage of the experience and skill that instructional aides acquired. Maintaining trained aides would enhance program achievement and continuity.

4. When and where possible, the project evaluator should visit project classrooms to ascertain the degree of program continuity and evaluation compliance.

Considering the success of the present program in achieving the prescribed objectives for the 1982-83 school year, as well as the basic importance of reading to the future academic success of pupils, the present program should be continued. The training of aides, however, should be both more intensive and extensive, with inservice training sessions provided early in the school year to strengthen instructional skills. The roles of the instructional team members need to be clearly defined.

First Grade Component

The first grade component of the instructional aide program continued to provide an educational program for first grade pupils who were underachievers in reading. The program was conducted in 43 schools with the equivalent of 102.5 aides serving 1,640 pupils and 206 teachers. The instructional aides attended a series of 16 half-day inservice training sessions in the fall. These sessions focused on a number of topics which were designed to increase the effectiveness of each aide in the classroom.

A review of the data presented herein indicates all of the objectives of the program were achieved for the 1982-83 school year. There is evidence which indicates that all of the criteria specified in the evaluation design were achieved. In particular, it should be noted that of the 1,435 pupils who entered the program at the reading readiness level or below and were given the opportunity to participate for at least 90 days, 86.0% were reading at least at the second pre-primer level by the end of the program. This represents a growth of at least two reading levels for these pupils. In fact, 91.0% of these pupils showed growth of two or more reading levels, and 56.0% showed growth of four or more reading levels. The continued success of this program reaffirms that instructional aides with proper training and continued classroom service may be effectively employed by first grade teachers to improve reading skills of underachieving pupils.

Evaluation data and information obtained through the evaluation process suggested that this highly successful program could be increased even more if action was taken on the following items.

1. Provide an inservice program to broaden the base of understanding regarding discipline and pupil behavior. To the extent possible, the inservice should enhance those skills needed to assist teachers in the implementation of the new reading series for the 1983-84 school year.

2. Process evaluation indicated measures should be taken to insure the stability of a trained instructional aide staff. There is a need to reduce the turnover rate of instructional aides and enable the program to take advantage of the experience and skill that instructional aides acquired. Maintaining trained aides would enhance program achievement and continuity.

3. When and where possible, the project evaluator should visit project classrooms to ascertain the degree of program continuity and compliance.

Considering the basic importance of reading skills to the educational process, as well as the major role that a lack of such skills play in inhibiting the progress of underachieving students, efforts to improve the effectiveness of reading instruction should be encouraged. The present program, having demonstrated such effectiveness by substantially improving the reading skills of underachieving pupils, should be continued, and whenever possible, expanded.

References

Moss, H. H., Tests of Basic Experiences. Monterey, California: CTB/McGraw-Hill, 1979.

Appendix

Kindergarten Component

Pupil Census Form

Classroom Teacher Survey

Instructional Aide Program Training Survey

Instructional Assessment Instrument

First Grade Component

Pupil Data Sheet

Classroom Teacher Survey

Instructional Aide Program Training Survey

Instructional Assessment Instrument

COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio — PUPIL CENSUS FORM

LAST NAME | FIRST NAME | M I | SEX | TEACHER NUMBER

SCHOOL | H R | GRADE

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

1. WAS THIS A NON-ENGLISH SPEAKING STUDENT? (SEE MEMO).

YES * NO *

2. WAS THIS PUPIL SERVED BY A CHAPTER 1 PROGRAM?

YES * NO *

TEACHER NUMBER

PROGRAM CODE

STUDENT

SCHOOL

GRADE

SEX

MALE ○

FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT 1 2 3

TOTAL DAYS OF PROGRAM ATTENDANCE 4 5 6

HOURS OF INSTRUCTION PER WEEK

NCS Trans Optic 08-8153-321

Columbus Public Schools
Instructional Aides Program (Kindergarten)
1982-83
CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Aide Program is designed to evaluate your perceptions of overall aide program. Please complete the following survey and return it by school mail no later than May 6, 1983. Thank you.

Part 1. Listed below are statements regarding the instructional aide program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strong Agreement, (A) Agreement, (U) Undecided, (D) Disagreement and (SD) Strong Disagreement.

1.	The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional aide.	SA	A	U	D	SD
2.	The instructional materials made by the aide were satisfactory.	SA	A	U	D	SD
3.	The instructional aide has a basic understanding of how kindergarten pupils begin to read.	SA	A	U	D	SD
4.	The TOBE 2 pretest instrument seemed to be an accurate measure of reading readiness.	SA	A	U	D	SD
5.	The instructions given to complete the TOBE 2 pretesting process were adequate.	SA	A	U	D	SD
6.	The time alloted for completing the TOBE 2 pretesting was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strong Agreement, (A) Agreement, (U) Undecided, (D) Disagreement and (SD) Strong Disagreement.

As the result of the efforts of the instructional aide, target group pupils are able to:

1.	Relate and share experiences and stories in correct sequence	SA	A	U	D	SD
2.	Participate in imaginative situations: pantomime, puppetry, role playing, etc.	SA	A	U	D	SD
3.	Write the alphabet	SA	A	U	D	SD
4.	Write their names and numbers	SA	A	U	D	SD
5.	Deliver oral messages correctly	SA	A	U	D	SD
6.	Listen and respond to stories, poems, plays and other literary forms	SA	A	U	D	SD
7.	Recall details, stories	SA	A	U	D	SD
8.	Differentiate likes, similarities, shapes, sizes, facts and fantasies	SA	A	U	D	SD
9.	Know the sounds of single consonants	SA	A	U	D	SD
10.	Match words to pictures	SA	A	U	D	SD
11.	Understand the main idea	SA	A	U	D	SD

Columbus Public Schools

DPPF Instructional Aide Program
1981-82

INSTRUCTIONAL AIDE PROGRAM TRAINING SURVEY

Date: ☐☐☐☐☐☐ (month, day, year)

Session: ___a.m. or ___p.m.

Subject Area(s)_____

Presenter(s)_____

Please check (✓) one:

___Principal
___Teacher
___Instructional Aide

Please check (✓) one
Years of Experience in Inst. Aide Prog.

___1 (1st Year)
___2 (2nd Year)
___3 (3rd Year)

Instructions: Answer the question below by putting a check (✓) in the space that best shows your opinion.

1. The content presented at today's session was:

   a. very informative ____
      informative ____
      not informative ____

   b. very interesting ____
      interesting ____
      not very interesting ____

   c. very worthwhile ____
      worthwhile ____
      not worthwhile ____

2. Was the length of the session adequate for presentation of the subject area?

   Yes___ No___ Explain_____

   _____

3. Was there sufficient opportunity for questions and answers?

   Yes___ No___ Explain_____

   _____

   Were questions answered? Yes___ No___ Explain_____

   _____

4. What changes do you suggest for improving today's session?_____

   _____

5. What subject areas do you recommend for future sessions?_____

   _____

DES 8/82

Columbus Public Schools
Instructional Aides Program (Kindergarten)
1982-83

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

The Instructional Aide Survey of the Kindergarten Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following survey and return it by school mail no later than May 27, 1983. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, or (SD) Strongly Disagree with each statement.

1. As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	SA	A	U	D	SD
2. The inservice training sessions have helped me to effectively participate in the reading readiness activities which are conducted in a kindergarten classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the beginning instruction of reading.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were helpful to me in understanding my job in the classroom.	SA	A	U	D	SD
5. The topics of the inservice training prepared me to assist the pupils who were beginning to learn to read.	SA	A	U	D	SD
6. During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	SA	A	U	D	SD
7. These inservice training sessions have made me aware of the resources which our school system makes available to children for reading and language arts instruction.	SA	A	U	D	SD

8. After the inservice training sessions, I felt prepared to assist children in learning to read. SA A U D SD

9. I shared information from the in-service training sessions with the kindergarten teacher(s) to whom I am assigned. SA A U D SD

10. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils to learn to read. SA A U D SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the <u>average number of sessions</u> you work with target students per week; the <u>average number of students</u> and <u>number of minutes per session.</u> Respond to the items listed under individualized and small group instruction as separate activities.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Part 3. Please list comments or suggestions which you feel would help to plan inservice training sessions for next year.

_____

_____

_____

_____

Columbus Public Schools DPPF Instructional Aide Program 1982-83

FIRST GRADE PUPIL DATA SHEET

Instructional Aide _____ School _____ Level: First Grade

Pupil Name	Number						Entry for Service Date	Entry for Service (a) 1-3 Reading Series	Entry for Service (b) 1-8 Reading Level	Termination of Service Date	Termination of Service Days of (d) Enrollment	Termination of Service Days of (e) Service	Termination of Service (a) 1-3 Reading Series	Termination of Service (b) 1-8 Reading Level
EXAMPLE: John T. Smith	9	9	9	9	9	9		1	2	5/28/82	90	?	1	4
1.														
2.														
3.														
4.														
5.														
6.														

Teacher's Signature _____ Date _____

(a) Reading Series:

1. Houghton Mifflin
2. Reading Development Program (Alternative Program)
3. Both 1 and 2 or other (specify) _____

(b) Reading Level: (if in pilot reading program convert to Houghton Mifflin)

1. Below Reading Readiness
2. Reading Readiness, Getting Ready to Read
3. First Pre-primer, Tigers
4. Second Pre-primer, Lions
5. Third Pre-primer, Dinosaurs
6. Primer, Rainbows
7. First Reader, Signposts
8. Beyond the First Grade Readers

(c) First priority should be given to underachievers who are not being served by Chapter 1 CLEAR. As a second priority, each teacher may include underachievers who are served by Chapter 1 CLEAR.

(d) Calculate the total number of school days from program entry to termination.

(e) Calculate the total number of days the pupil was assisted by the aide.

(f) A 1 should be entered if the pupil entered a Chapter 1 CLEAR program after entering this program.

Columbus Public Schools
Instructional Aide Program (First Grade)
1982-83

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the First Grade Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following survey and return it by school mail no later than May 6, 1983. Thank you.

Part 1. Listed below are statements regarding the first grade instructional aide program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strong Agreement, (A) Agreement, (U) Undecided, (D) Disagreement and (SD) Strong Disagreement.

1. The overall reading and language arts abilities of pupils in the target group improved significantly as a direct result of interacting with the instructional aides.	SA	A	U	D	SD
2. The instructional materials made by the aide were useful in working with children.	SA	A	U	D	SD
3. The instructional aide has a basic understanding of how beginning reading and language arts are taught.	SA	A	U	D	SD
4. The Resource Guide and Handbook developed for the program has been of great value to the instructional aide in helping pupils.	SA	A	U	D	SD
5. During reading and language arts activities, the instructional aide relates well to the pupils.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by the target group pupils in reading and language arts which can be attributed to the efforts of the instructional aide. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strong Agreement, (A) Agreement, (U) Undecided, (D) Disagreement and (SD) Strong Disagreement.

As the result of the efforts of the instructional aide, target group pupils are able to:

1. Relate and share experiences and stories in correct sequence.	SA	A	U	D	SD
2. Participate in imaginative situations: pantomime, puppetry, role playing, etc.	SA	A	U	D	SD
3. Write lower and upper case alphabet	SA	A	U	D	SD
4. Write numerals	SA	A	U	D	SD
5. Use manuscript to copy words and sentences correctly	SA	A	U	D	SD
6. Form and space letters, words, and numbers correctly	SA	A	U	D	SD
7. Match words with pictures	SA	A	U	D	SD
8. Recognize that words may name people, places, animals, and things	SA	A	U	D	SD
9. Recognize that words may be grouped to express a complete thought	SA	A	U	D	SD
10. Identify certain groups of words or sentences	SA	A	U	D	SD
11. Listen and respond to stories, poems, plays, and other literary forms	SA	A	U	D	SD
12. Recognize basal words from the selected reading series in my school	SA	A	U	D	SD

Part 3. List additional comments that you may have regarding the Instructional Aides Program.

_____

_____

_____

Columbus Public Schools

DPPF Instructional Aide Program
1981-82

INSTRUCTIONAL AIDE PROGRAM TRAINING SURVEY

Date: _____ (month, day, year)

Please check (✓) one:
___Principal
___Teacher
___Instructional Aide

Please check (✓) on
Years of Experience in Inst. Aide Prog.
___1 (1st Year)
___2 (2nd Year)
___3 (3rd Year)

Session: ___a.m. or ___p.m.

Subject Area(s)_____

Presenter(s)_____

Instructions: Answer the question below by putting a check (✓) in the space that best shows your opinion.

1. The content presented at today's session was:

   a. very informative _____
      informative _____
      not informative _____

   b. very interesting _____
      interesting _____
      not very interesting _____

   c. very worthwhile _____
      worthwhile _____
      not worthwhile _____

2. Was the length of the session adequate for presentation of the subject area?

   Yes___ No___ Explain_____

3. Was there sufficient opportunity for questions and answers?

   Yes___ No___ Explain_____

   Were questions answered? Yes___ No___ Explain_____

4. What changes do you suggest for improving today's session?_____

5. What subject areas do you recommend for future sessions?_____

DES 8/82

Columbus Public Schools
Instructional Aide Program (First Grade)
1982-83

INSTRUCTIONAL AIDE ASSESSMENT INSTRUMENT

This survey of the First Grade Instructional Aide Program is designed to evaluate your perceptions of this program. Please complete the following survey and return it by school mail no later than May 27, 1983. Thank you.

Part 1. Listed below are statements regarding the first grade instructional aide program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strong Agreement, (A) Agreement, (U) Undecided, (D) Disagreement and (SD) Strong Disagreement.

1. As a result of the inservice training sessions, I have a greater understanding of how first graders learn to read.	SA	A	U	D	SD
2. The inservice training sessions have helped me to effectively participate in the reading and language arts activities which are conducted in a first grade classroom.	SA	A	U	D	SD
3. As a result of the inservice training sessions, I have a greater understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading, and language arts.	SA	A	U	D	SD
4. The topics presented in the inservice training sessions were necessary to help define and support my role in the classroom.	SA	A	U	D	SD
5. I understand how the selected reading series in my school is to be used at the first grade level.	SA	A	U	D	SD
6. I understand how the alternative reading program, Reading Development Program, is to be used at the first grade level.	SA	A	U	D	SD
7. During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	SA	A	U	D	SD

8. These inservice training sessions have made me aware of the resources which our school system makes available to children for reading and language arts instruction. SA A U D SD

9. After the inservice training sessions, I felt prepared to help children develop and use reading and language arts skills. SA A U D SD

10. I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned. SA A U D SD

11. The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills. SA A U D SD

12. The Resource Guide and Handbook has assisted me in the instruction of reading and language arts skills. SA A U D SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the average number of sessions you work with target students per week; the average number of students and number of minutes per session. Respond to the items listed under individualized and small group instruction as separate activities .

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Part 3. Please list comments or suggestions which you feel would help to plan inservice training sessions for next year.

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